CHILDREN WITH DISABILITIES PROGRAM

CHILD DAY CARE

MANITOBA COMMUNITY SERVICES

Manitoba
Community
Services

TABLE OF CONTENTS

General Information
- Introduction
- Service Goals
- Grants Available to Support Children with Disabilities in Day Care

Overview: Procedures for Access to Day Care Support for Children with Disabilities
- Intake Application
- Intake Meeting
- Review

Parent Information

Referring and Resource Agencies
- Referring Agencies
- Role of Referring Agencies
- Resource Agencies
- Role of Resource Agencies
- Intake Application
- Needs Inventory

The Child Care Program
- Role of the Child Care Provider
- Child Care Program Application
- Child Care Case Manager
- Communication Book

Role of the Day Care Co-ordinator

Intake to the Children With Disabilities Program
- Intake Process
- Intake Meeting
- Review Meetings

Grants and Program Support
- Staffing Grant
  - General Information
  - Payment
  - Absence of Child
  - How are Staffing Needs Determined?
  - Hiring and Staffing Policies
    - Hiring
    - Salary
    - Benefits
    - Staffing
    - Hours
  - Staffing Grant Application
  - Application Renewal

Start Up Grant
- General Information
- Application

Specialized Grant
- General Information
- Application

Supplementary Daily Grant
- General Information and Application

Appendices

A. Intake Application
B. Needs Inventory
C. Child Care Program Application
D. Staffing Grant Application
E. Start-up Grant Application
F. Specialized Grant Application
G. Supplementary Daily Grant Application

Resource Material

MANITOBA CHILD DAY CARE
CHILDREN WITH DISABILITIES PROGRAM

GENERAL INFORMATION

INTRODUCTION

The placement of children with disabilities into child day care settings can help these children reach their developmental potential in a community environment which fosters positive attitudes toward the disabled. An integrated program provides a context for learning. It lets the individual feel part of the larger society and allows the child with a disability to learn from peers. It offers a stimulating environment and an opportunity for socialization and independence.

Children with disabilities may need extra time, attention and energy to learn and to feel part of a group of children in day care. The Manitoba Child Day Care Children With Disabilities Program provides supports and grants to assist provincially funded day care centres, nursery schools and day care homes to work with children with disabilities.

Children with a physical disability that discourages age appropriate participation in a child care program, or with a substantial developmental delay, or with a severe and debilitating language disorder may qualify for assistance in this program. Application must be made to Manitoba Child Day Care to determine eligibility.

SERVICE GOALS

The major goal of the Children with Disabilities Program is to be aware of the child's best interests and to promote a child's fullest participation in his/her family and community with the support of a child day care placement. More specific goals include:

1. To provide access to community day care and appropriate early intervention strategies for children with disabilities.

2. To facilitate a child's development through collaboration and co-operation among parents, child care workers, representatives from referring agencies and other professionals involved with the child and family in the development of individual program plans.

3. To use the existing program and daily schedule of the centre or home, including activities provided in small and large groups and activities representative of a full range of experiences, to encourage the ongoing social, emotional, cognitive and physical development of children.

4. To provide respite to families of children with disabilities.

5. To foster respect and acceptance of individual differences, and to provide other children, staff and parents opportunities to learn from those with disabilities.

6. To prepare children for full participation in the community.

GRANTS AVAILABLE TO SUPPORT CHILDREN WITH DISABILITIES IN DAY CARE

The following grants are available to provincially funded programs to support children with disabilities. Funding schedules may be found in Manitoba regulations.

- **Staffing grants** provide funding for additional staff support to a child care program.
- **Start-up grants** fund renovations and equipment needed to accommodate a disabled child.
- **Specialized grants** allow staff to receive additional training in the area of special needs care while working with the child in the program. It also funds support services when needed.
- **Supplementary daily grants** provide an additional daily fee to programs not using the staffing grant.

OVERVIEW: PROCEDURES FOR ACCESS TO DAY CARE SUPPORT FOR CHILDREN WITH DISABILITIES

The following is an overview of the procedures to follow to determine a child's eligibility for the program and to access support. Some children may be enrolled and attending a day care program before it is recognized that the child qualifies for assistance under the Children With Disabilities Program. Some parents with a child with disabilities are looking for a day care or nursery program to provide care while the parent works, attends school or receives medical treatment. Others look for a program to provide a socializing and community experience for the child or as respite for parents. The Children With Disabilities Program hopes to accommodate all these needs by giving families the opportunity to use child day care programs in their community.

INTAKE APPLICATION

Children must be assessed as eligible before any support can be offered. Each child to be considered for the Children With Disabilities Program must have an intake application (Appendix A) submitted by a referring agency to the Child Development Specialist, Manitoba Child Day Care if a program is requested in Winnipeg or to the regional day care co-ordinator if outside the Winnipeg area. Referrals may be made by any diagnostic centre or community agency that provides service to the child in relation to the disability. The application should include a current assessment outlining the child's disabilities and eligibility for this program. The Needs Inventory (Manitoba Child Day Care) (Appendix B) should be completed by the referring agency as well. If a child is not already attending a program, Manitoba Child Day Care can recommend to families and referring agencies suitable programs so that parents can make an informed decision about the child's placement.

INTAKE MEETING

An intake meeting is held to determine how the child's needs can be met in a child care program once eligibility has been determined. Parent(s) of the child, a representative from Manitoba Child Day Care, a representative from the referring agency and any other individuals who have or will be offering treatment or program resources for the child would all be invited to participate in an intake meeting. If a child already attends a child care program or if a parent has a special interest in a program, then the day care director and/or designated staff may attend an intake meeting.

At the intake meeting, programming and parent expectations, integration methods and goals for the child will be discussed. The child care program application, staffing and start up grant applications may also be completed.

REVIEW

Needs and supports change as the child grows and develops new skills and interests. Review meetings are held to ensure that children with disabilities are receiving the level of programming and support that will maximize the child care experience and their development. Review meetings for this program may coincide with other agency reviews of the child's needs.

PARENT INFORMATION

Parents looking for day care and/or an integrated developmental and social experience for a child with disabilities may seek a placement in any provincially funded program whether close to home, work or other family supports. Parents may contact a referring agency (someone who has assessed the child, for example) or Manitoba Child Day Care for assistance in finding a suitable child care arrangement.

All families using provincially funded Manitoba Child Day Care Programs may apply for subsidy to defray the cost of the regular child care fee. In the incomes test used to determine subsidy eligibility, families with a child with a disability are allowed an additional deduction in recognition of increased expenses incurred by families who have a child with a disability.

The family should request this deduction on the subsidy application form. Documentation of the disability by an appropriate professional agency is needed to receive this deduction. This information is on the intake application for the Children With Disabilities Program. If day care is being used as a social support other than for purposes of work, education or medical treatment, the intake application for the child with disabilities should document this need. Families are eligible to apply for subsidy under this circumstance.

Although parents pay the same basic cost of child care as all other families, they do not pay the cost of the grants or resource services available to support their child in a day care program.

It is hoped that all parents will participate fully in the day care program. Involvement on the parent board or as a volunteer helps all parents feel that day care is a support to their family.

REFERRING AND RESOURCE AGENCIES

While many people in the community, including parents and day care workers, may recognize that a child will require assistance and support to benefit from a day care or nursery program, a referral is needed to receive this support. This ensures that diagnostic criteria are met for inclusion in the program and that community resources can be accessed to support the day care placement.

REFERRING AGENCIES

A referring agency may be any community service that can provide a diagnostic assessment of the child to Manitoba Child Day Care for the purpose of determining a child's eligibility for the Children With Disabilities Program. The agency may, for example, be a medical unit (e.g., Children's Hospital Child Development Clinic), an educational and resource agency (e.g., Society for Manitobans with Disabilities, St. Amant Centre, Canadian National Institute for the Blind, Child Guidance Clinic) or a social support agency (e.g., Child and Family Services, Children's Home of Winnipeg).

A representative of the referring agency must complete the application for the program. It is expected that the representative has parental support for the application. Parents must consent to release of information from the referring agency to Manitoba Child Day Care and resource agencies involved with their child. The parent may be asked as well to assist in the completion of the Needs Inventory (Appendix B). The referring agency may help the family find a suitable day care placement, acting as a resource and support to the family in visiting centres and determining if the providers can meet the child's needs.

All assessment information is treated as strictly confidential and resides in Manitoba Child Day Care.

ROLE OF REFERRING AGENCIES

A day care setting which accepts the placement of a child with a disability is accepting both a responsibility and a challenge. Community and professional supports are usually needed and most welcomed by the child care program. These resources serve to ensure that the child is receiving sufficient resource help to benefit from the integrating day care experience and to provide ongoing assessment of the child's progress.

If the refering agency itself does not provide resource assistance and is, for example, primarily a diagnostic centre, then it is expected that the referring agency will make referrals to other agencies or services in the community to work with the child. For example, if the diagnostic assessment recommended speech therapy or physiotherapy for the child, then it would be the role of the referring agency to assist the family to gain such treatment so that support in this area would be available to the child within the day care setting.

Similarly, if the child was diagnosed as having a developmental delay, then it would be the role of the referring agency to contact the Community Services Worker, Child Care Consultant, Infant Stimulation Worker, Behaviour Specialist, or other Outreach services available in the family's region in order to access developmental programming to the child within the day care setting.

The referring agency is also expected to co-ordinate any further assessments for the child that are needed to provide adequate programming within the child care setting or for the purpose of renewal of eligibility for the Children with Disabilities Program.

RESOURCE AGENCIES

Any service that provides assistance to the disabled child who attends a day care program is considered here to be a resource agency. It may be the same agency as the referring agency. The service provided or any treatment may take place at the day care program or at professional offices. Regardless, such service or treatment will likely influence the child's progress in the day care program. Communication between the resource and the day care program is essential for the continuity of care and to determine if the day care program can augment or carry out professional treatment.

It is expected that the referring agency would provide some liaison between the resource and day care. If this does not take place then it is expected that the resource agency will assume a leadership role with the child care program to establish communication and an active working relationship.

ROLE OF RESOURCE AGENCIES

All resource agencies are expected to be able to advise the day care program on strategies for providing resource assistance to the child. This could take the form, for example, of ongoing visits to the centre to provide program information, occasional site visits to observe the context for learning for the child or presentations at board or staff meetings or orientation sessions.

Resource agencies are expected to develop some contract with the child care program to maintain regular contact. This could be via planning meetings with staff, regular meetings with staff, consultation or observation time.

Resource agencies are also expected to guide the child care staff to provide programming for the child in an integrated manner so that the child with disabilities can use peers for modeling, can see the context for learning and can develop the social skills needed to learn in a regular environment.

While some children who have difficulty learning or attending to tasks may require some programming to occur isolated from the group, it is expected that resource agencies will support and guide child care providers to make use of small groups and natural opportunities to achieve most of the child's developmental goals.

Resource agencies are also expected to advise the child care program on resource material and adaptive or other special equipment needed for the child in the day care setting. The agency is then expected to make recommendations, through the Start-up Grant Application, concerning the need for such resource material for the centre.

INTAKE APPLICATION

The Intake Application (Appendix A) must be completed before a child can be considered for support within the Children With Disabilities Program. It is needed to determine eligibility for the program. The application also provides essential information about the level of support needed in the child care program.

Information contained in the application can help to determine the best placement for the child in the community. Some children benefit from the smaller group setting offered in provincially licensed and funded family day care homes available either through Manitoba Child Day Care or through Family Services of Winnipeg. Some families may prefer a day care placement near home or place of employment or may have a preference due to the placement of a sibling or relative in a particular centre. Or, some families using day care only for a socializing and integrating experience for their child, may prefer a part time program offered through provincially licensed and funded nursery school programs. Completion of this form will initiate the process needed to evaluate these placement choices.

Some children are already attending a child care program when it is determined that assistance through the Children With Disabilities Program is needed to support the child's placement and to ensure that the child is benefitting from that placement. In these situations, the purpose of the application is to initiate the intake process and to ensure that support and resources are available to the centre.

The parent or guardian is expected to sign this application form. Signature of the parent is considered as approval of the application and serves as permission for release of information to Manitoba Child Day Care. Only information pertinent to the placement, development and resource needs of the child within a child care setting is needed for this application. All information is strictly confidential and resides within Manitoba Child Day Care.

NEEDS INVENTORY

The Needs Inventory (Appendix B) was developed to provide a functional assessment of the child to help a day care program or provider plan for a child. It cannot replace the diagnostic assessment conducted by the referring agency. For intake purposes, it may be completed by the referring or resource agency or by the parent or other care provider; anyone who knows the child. The Needs Inventory is a way to explain the needs of the child with disabilities. It covers most of the skills and areas of assistance that a child might encounter in a day care setting.

The Inventory may be used by day care staff to review a child's need areas with parents, resource agencies and with the day care co-ordinator as a means of communicating the child's needs and to ensure an appropriate level of support for the child in the day care setting.

ROLE OF THE CHILD CARE PROVIDER

Child care for any child is a tremendous responsibility, ensuring a healthy, safe, nurturing and intellectually stimulating environment. Care of a child with a disability adds to this responsibility because of the child's unique special needs. The daily contact with parents and guardians that typically occurs in day care also means that the child care staff or family day care provider are often in the best position to offer support, program information and resource help to all parents but particularly those of the child with a disability.

The day care provider also has the responsibility of helping parents seek an assessment of a child if the provider suspects that the child has a disability or delay. The day care co-ordinator may be contacted for further support or information about seeking an assessment.

On occasion, a parent will seek a child care placement for a child with a disability without contacting a referring or resource agency. In this situation, the child care provider should ask the parent to find a referring agent to complete the intake application. The day care co-ordinator may be consulted for assistance in determining a suitable referring agent.

Centres should have policies in place concerning the placement of children with disabilities or other special needs on the centre waiting list. Regulation 37(4) states that:

> "The director (of Manitoba Child Day Care) may require, as a condition of any grant under this section that the recipient provide day care to children who have a demonstrated special need, or whose parents or guardian are receiving a subsidy."

Programs may be asked, then, on occasion to give a child with a disability or other special need priority in placement. As well, programs may have a particular interest in placing children in order to maintain a staffing grant position or centre program for children with disabilities. It is recommended that centres include no more than 10-15% of their child population as disabled in order to replicate the community in general and to provide an integrating experience for the children. Centres should have policies regarding this program, including policies concerning staffing grants and their use.

CHILD CARE PROGRAM APPLICATION

Each child care program that accepts or enrolls a child with a disability should complete a program application (Appendix C). Approval of this application by Manitoba Child Day Care would mean that the centre is eligible for staffing, start-up, supplementary and specialized grants. It is expected that many programs will want or need to make use of only some of these grant opportunities. For example, a centre may already have a staffing grant but may want to include an additional child who has a disability in the program. In this case, the centre would only complete the program application on behalf of the child rather than a staffing grant application.

CHILD CARE CASE MANAGER

Although many children with disabilities have a professional case manager in the community (for example, a Community Services Worker or a social worker at the Society for Manitobans With Disabilities), it is helpful if one person in a child care setting is identified as the centre case manager. This person would be responsible for ensuring that all staff are aware of the child's programming and care needs. The case manager would communicate with resource and referral agencies and may complete grant applications. In many centres, the director of the day care would have this role or share it with a designated worker.

The case manager could also ensure that the staff working with the child do not encourage exclusive relationships with the child and that all staff are involved in the care and development of the child with a disability. This individual would also be involved in planning with the staff so that peer interaction between the child with a disability and other children is encouraged. It is assumed that much of the planning and sharing of information about the child with disabilities could take place at the centre's regular staff meetings.

COMMUNICATION BOOK

A communication book (e.g., a lined spiral notebook) is recommended as an effective means to ensure good communication among parents, day care staff, and any resource people or therapists working with the child. The book can travel with the child to and from home and along to the various resource or treatment people. Everyone, including the parents, can write notes about the child in the book. This can create a more consistent approach for care and intervention with the child and can ensure that all involved are aware of progress and problems.

THE ROLE OF THE CO-ORDINATOR IN THE CHILDREN WITH DISABILITIES PROGRAM

The day care co-ordinator plays a central role as a support for the day care centres involved with this program. Co-ordinators are aware of the centre's needs and can support and negotiate with the centre for provision of grants and other resources. The following outlines some of the tasks the co-ordinator can do to help in the child's placement in day care.

When an intake application from a referring agency is received by Child Day Care, the day care co-ordinator for that community area is notified. Day care options would be discussed. The day care co-ordinator can call the referring agent or the family directly to offer options for day care placement if the family or referring agency has not found a suitable day care arrangement.

As well, the co-ordinator can call the centre and determine how and when the centre can accommodate the child.

An intake meeting would be held to discuss the child's needs. The day care co-ordinator would call the meeting and include the family and resources and referring agency representatives. The purpose of the meeting would be to review day care options with the family and to determine the level of staff support likely needed for the child. If a centre is clearly involved then the centre representative, usually the director, would attend the intake meeting.

The day care co-ordinator would head the meeting, reviewing the child's hours in the centre, parent and resource agency expectations of the way in which the child can be accommodated in the centre. The staffing grant may be discussed and the hours for this staff support can be offered based on the child's needs.

The day care co-ordinator is responsible for initiating letters regarding intake meeting, day care application, staffing grant, specialized grant, start-up grant and supplementary daily grant.

The day care co-ordinator is responsible for setting review meetings. At the intake meeting, it may be indicated that the child's support level under the staffing grant would change within a two or three month adjustment period. In this situation the co-ordinator would want to review the child's progress with the day care setting and adjust the grant. A review meeting might be needed to clarify changes in the staffing grant or to discuss changes in programming for the child. Frequency of review meetings and attendance is determined by the co-ordinator and all others involved with the child.

Review of the staffing grant and the child's needs under the disabilities program should occur at least yearly. The need for another assessment by a referring agency should be determined according to the child's needs. Often, reassessment is not needed if there has been consistent resource help within the day care, providing an ongoing informal assessment/monitoring function.

INTAKE TO THE CHILDREN WITH DISABILITIES PROGRAM

INTAKE PROCESS

Once an application for the Children With Disabilities Program is completed by the referring agency, it should be forwarded to the Child Development Specialist at Manitoba Child Day Care or the regional day care co-ordinator, if outside the Winnipeg area to determine eligibility for the program. If the child is considered eligible, an intake meeting is called. The child's parents or guardians, the referring agency or other professionals offering treatment and support to the child, Manitoba Child Day Care staff and staff from the child day care facility or home involved are invited to attend the intake meeting.

An intake meeting may also take place prior to the child being considered for a particular day care or nursery program in order to determine the child and family needs. This sort of meeting may discuss, for example, location of possible child care facilities, alternatives in the child care arrangements, or the need for further assessments. A subsequent meeting with the designated centre or home would then take place to determine level and types of supports needed in the day care setting to best provide for the child.

INTAKE MEETING

The purpose of the intake meeting is to review the child's needs so that an appropriate level of support and resources can be offered in the child care setting. Parent expectations for care and resources for the child are reviewed as well.

The intake meeting is also an opportunity to review staffing needs at the centre, to discuss strategies to provide service to the child in an integrated and normalizing way, to determine if specialized equipment or renovations are needed to accommodate the child and to develop a plan to provide resources to the centre for the child.

REVIEW MEETINGS

Staffing grants and level of support needed by the centre to care for the child are routinely reviewed by the Manitoba Child Day Care area day care co-ordinator and may not involve an actual meeting of all involved. Review meetings, with parent, day care staff, resource agency and day care co-ordinators can occur on a regular basis, according to the child's and day care provider's needs, and at least on an annual basis. Review meetings looking at day care needs can be held as part of other community reviews for the child (eg. individual service plan or individual educational plan meeting).

Any member of the team (referring or resource agency, parents, day care) may call a review meeting at any time if there are concerns about the child's placement, resource help or other issues.

GRANTS AND PROGRAM SUPPORT

STAFFING GRANT

General Information

Additional staff support is often requested for the disabled child. The staffing grant provides funds to the day care centre to gain this additional staff support. Staff hired under this grant need not be the staff designated to work with the children with disabilities. Many programs prefer to have a regularly employed staff person work with this special group and use the staffing grant to fill in, to ensure the staff child ratio needed for licensing and programming for all the children. In this way, the expertise gained in working with the children with disabilities is not lost by the centre once the child moves on to other programs in the community.

Regulation 37(1)(g) states that:

> "a staffing grant for a child with disabilities for each billing period that the child is enrolled in the day care centre which shall not exceed the amount of the average salary of all child care workers in the day care centre."

The staffing grant (Appendix D) is available only to provincially funded infant, preschool, school age and nursery school programs. It is renewable on an annual basis. The grant may be used in conjunction with the start up and specialized grant but not the supplementary daily grant.

Depending on the children's needs, each staff person assigned to work with children with disabilities may be involved in programming, integration facilitation or case management with up to four children in the Children with Disabilities Program.

Payment

To receive payment of the staffing grant, the centre must submit the Children with Disabilities Staffing Grant Payment Form (available from the area day care co-ordinator) at the end of each billing period. These staffing grant claims must be made within four weeks following the end of the billing period. Payment of this grant is not retroactive to an earlier date unless specified in writing by the day care co-ordinator. Two weeks termination or change in hours for the staffing grant may be given to staff hired with this grant.

Absence of Child

Sometimes children with disabilities are absent from the program for extended periods of time due to illness or medical needs. If the child is absent for more than one week, the centre must advise the day care co-ordinator and request permission to continue the staffing grant salary. Salary may be continued for a maximum of six weeks with this approval. Staff should use the time that the child is absent to plan appropriately for the child's return. This might include completing program plans, resource development, visiting other centres or consultation with therapists involved with the child. In addition, the director may assign the staff to perform regular child care duties until the child returns. Staff must report to work even though the child with disabilities is absent.

How Are Staffing Needs Determined?

An important goal of the Manitoba Child Day Care Children With Disabilities Program is to provide a developmentally appropriate and beneficial opportunity for each child. Many children with disabilities need additional resources and attention to have their needs met in a day care setting.

Children with life threatening conditions or who are immobilized or unable to care for their basic needs usually require a high level of involvement by day care staff in order to function in the setting. Health and safety considerations would require that such children have staff who are quickly available to meet their needs. Other children may require intense involvement for a brief period of time while they adjust to the day care setting but then are able to have their needs met within the regular peer group experience. Still other children need assistance to focus on skill development but can learn well in the larger group.

For the most part, the program emphasizes learning through developmental steps, learning through experiences that place skill development in a normal context, learning with an opportunity for peer modelling and peer interaction, and developing age appropriate independence. These goals can be best reached when day care staff guide the child to participate with other children in activities that will enhance development. Children are most likely to remember what they have learned and to use this information when the learning has taken place in a regular, child-oriented context.

Some children may need brief periods alone with a child care worker to learn a new skill or to consolidate a skill. Such isolated activities would be conducted in consultation with professionals working with the child (for example, speech therapist, physiotherapist, occupational therapist, child care consultant, behaviour specialist). Most often the plan would be to incorporate the new skill into small group activities, perhaps at first with one or two additional children, so that the child is able to see the context of the learning and see the way other children carry out the skill.

Children who have delays in the areas of cognitive and language skills (thinking, problem solving, learning, communicating) may only need additional staffing assistance during those times of the day when there are the most active and intense opportunities to work on these skills. For most preschool programs, this would occur in morning play time where most programs provide both structured and unstructured learning opportunities.

Structured learning usually involves activities where the children are guided (not directed) to participate. For example, table activities involving a particular fine motor skill (cutting and pasting) or matching pictures or a language activity (listening or talking) could be activities that incorporate specific developmental goals.

Similarly, unstructured learning opportunities may require staff to function more as "integration facilitators" for the child. The staff in this instance are watching for the "teachable moment", not creating it. Depending on the child-staff complement in the centre, additional staff may or may not be needed to carry out this function.

Unstructured learning opportunities abound in most child care settings. They provide opportunities for play that involves imagination and the use of the play materials in more varied ways. For example, housekeeping or music areas where children initiate activities are chances to act out every day living; experiences that put learning into a social context and allow the child to master both cognitive and social skills at his/her own pace. Learning to be independent, to share, to take turns and to express feelings in socially appropriate ways are often as important for development as learning the more structured, cognitive skills.

Generally, then, staffing needs for the centre to accommodate the disabled child are determined by looking at the child's needs and the types of resource work required for the child to allow him to participate to potential. Staffing level is determined at the intake meeting in consultation with the resource agency, the parents and the day care staff. The level of support can be adjusted at any time if the child's needs change.

Hiring and Staffing Policies

Hiring: Staff to be hired under the disabilities staffing grant should not begin work until the grant is approved and the child is attending the program.

It is generally recommended that the staffing grant be used to supplement the regular complement of day care staff and that a regular staff be designated to work with the children with disabilities. The regular staff person would be maintained at his/her regular staff salary and seniority. By using regular staff, the child can be integrated into a program by someone already familiar with it. This procedure also allows the staff person to increase his/her level of expertise and it is a professional development experience. It also means that the expertise remains with the centre when children leave the program and the staffing grant ends.

Salary: Individuals hired through the staffing grant should be paid at a level commensurate with their experience and with the regular pay scale used by the centre (usually dependent on level of education and experience). Regulations require that the amount paid by Manitoba Child Day Care is not GREATER THAN the average salary paid in a centre. Regulations also indicate the maximum amount payable per staffing grant position per four week period. Determination of the average salary involves calculating the average of the salaries of all those working directly with the children as child care workers. It may include the director if she/he works with the children at least 50% of the time. It does not include money paid to child care workers through the salary enhancement grants. The centre may apply for the salary enhancement grant for the individual hired under the Children With Disabilities Program Staffing Grant if the individual qualifies for it.

Changes in salary level of the individual paid through the staffing grant, due to a change in employee salary scale or due to cost of living increases, for example, should be communicated in writing to the day care co-ordinator. Similarly, changes in hours paid through the grant or changes in child enrollment should be communicated to the day care co-ordinator in writing.

Benefits: Benefits are generally calculated at the rate available to others working in the child care program. Staff hired under the grant should receive the same benefits as regular staff including vacation time, breaks, sick leave, etc.

Staffing: Individuals hired through the staffing grant should be informed that their employment depends on the needs of the child care program to work with the child with disabilities (even if the individual hired has no direct responsibility for the child's program). The staffing grant position is likely to be time limited as it depends on enrollment of children with disabilities in the centre as well as their program needs. If it is unclear in a program which staff would have to leave if a staffing grant is no longer needed, it is suggested that the centre's general policies be used. For example, the most recently hired employee could be terminated under such circumstances. Hiring and termination of positions is a centre policy. Directors should ensure that their boards have considered these policies before hiring staff on the staffing grant. It is expected that individuals hired through the staffing grant be given notice of one pay period for reduction of hours or termination of position.

Staff assigned to facilitate integration and programming for the children with disabilities cannot be considered as part of the child-staff ratio as designated by licensing regulations. For the hours that extra staff time is allowed under the staffing grant, it is expected that an extra staff person will be present in the group that includes the child with disabilities.

Hours: Regardless of the number of hours involved with the staffing grant, it is expected that the grant is to be used only during the time the designated child or children are present in the day care centre. Funding is not available for program preparation or note taking outside of the hours that the child is in the program. Funding is available for time that the designated worker attends team meetings, therapy sessions or other activities related to the care of the child if it is outside the regular time spent in the centre or if a substitute is needed to attend to the child (usually allowed only if a high level of supervision is required). The additional hours for these purposes may be claimed on the staffing grant payment form submitted at the end of each billing period. Prior approval for such funding is needed. A written request should be made to the day care co-ordinator prior to claiming these additional hours. If a child attends a school age program, additional hours for the staffing grant may be claimed for in-service days and holidays. Prior approval by the day care co-ordinator is needed here.

Staffing Grant Application

Application:

The staffing grant application (Appendix D) provides information to all involved with the child, including parents, about the way the centre will manage the child with disabilities. Information about programming both for the centre and for the particular child, involvement of staff with other children with disabilities in the program and hours of staff involvement is included in this application.

The day care centre is expected to complete a staffing grant application for each staff person hired through the grant. In it, the program should indicate the weekly schedule, indicating the days of the week and hours that all children with disabilities attend. The application should also indicate the program schedule including times when the child or children would receive individual or small group assistance.

The staffing grant application may be filled out at the intake meeting or before the meeting if the centre is aware of the child and his needs. The staffing grant is signed by both the day care director, chairperson of the board and the referring or resource agency.

Renewal:

The day care director is responsible for renewing the staffing grant on an annual basis. The director should contact the day care co-ordinator to set up a review meeting and re-application. Renewal of the grant would occur at an annual review meeting for each child involved in the Children With Disabilities Program. The renewal may require a reassessment of any of the children by the referring agency, depending on the nature of the child's disability and the expectation of changing needs for support.

The hours and time used for this grant may change at any time according to the changing needs of the child and the centre's ability to manage the child. Changes in hours for the grant would be recommended in reviewing the child's needs at a review meeting held as needed.

START UP GRANT

General Information

Regulation 37(1)(e) provides for "a start-up grant for each child with disabilities enrolled, to permit renovations and specialized equipment essential for the care of children with disabilities in the day care centre."

The start up grant is offered for each child enrolled in the Children With Disabilities Program who attends a group day care or nursery program. The grant is available on behalf of the child for the duration of his stay in a particular day care program. It is usually advised that a centre not use the grant in its entirety at one time since the child's developmental needs may change through the time the child is in the program.

This grant is used to allow the centre to make renovations or buy specialized equipment needed to accommodate the child. It may also be used to buy educational materials for the staff and special play materials needed for the child's developmental program within the day care setting. It is expected that all purchases are necessary for the child's program but that the play materials are available for all the children in the setting to use.

Purchases to be made using the start-up grant should be discussed at the intake meeting, at subsequent review meetings or with the co-ordinator. On occasion, when specialized equipment is no longer needed by a centre because the disabled child is no longer attending, the centre may be requested to give the equipment to another facility in need.

Note that no purchases should be made until the start-up grant application is approved by Manitoba Child Day Care since the grant is discretionary and there is no guarantee that the grant will be issued for the amount requested. Centres should keep receipts for all purchases made with this grant.

Application

Centres must complete a Children With Disabilities Program Start-Up Grant Application (Appendix E) to receive the Start-up Grant. The amount requested on the application cannot exceed the maximum amount per child as indicated in the regulations.

Each purchase request made on the Start-up Grant application should include an explanation of why it is needed for the child. For some items, it may be expected that the request will have the endorsement and support of the referring or resource agency as to the need or suitability of the equipment for the care and programming of the disabled child. As this grant is discretionary, it may be that a centre is asked to reconsider its need for the equipment or play material. In situations where centre, resource agency or Child Day Care staff disagree about the need for particular equipment, a review meeting would be called to resolve any disagreement. The application must be signed by the director, the board chairperson and the resource agency involved with the child's program.

SPECIALIZED GRANT

General Information

Regulation 37(1)(h) provides for "a specialized grant for purposes of staff training or professional services related to the care of a child with disabilities or for other related purposes authorized by the director."

This grant is available only to day care centres and nursery schools. The grant is available during the time period that the child attends the day care program under the Children with Disabilities Program.

This grant is available to support staff in their work with the child. It most typically is used to pay for educational opportunities for staff to learn to work with children with disabilities. It may also be used to purchase direct or consultative services for the child if it can be clearly established that no other community based service is available to the child.

All staff in the centre are eligible to use this grant. It may be used to cover expenses for workshops, courses, visits to other facilities, or consultation with resource people (e.g., fees, transportation costs).

This grant requires prior approval by the day care co-ordinator. It is discretionary and will be made available according to the need for staff development in working with the particular children in the day care setting. Centres may use other staff development funds budgeted for the centre if the specialized grant is not available or if needs exceed the amount of the grant.

When the grant is to be used for a training opportunity, it is expected that the staff obtain and submit proof of attendance or other validation certificate indicating course completion in order to be reimbursed through the grant. Centres should have board policies relating to staff development funding and these policies should apply to the use of this specialized grant.

Application

The application for this grant (Appendix F) should include a bulletin or letter indicating the details of the training opportunity or the need for other specialized services. The application should be signed by both the day care director and the board chairperson.

SUPPLEMENTARY DAILY GRANT

Regulation 37(2)(e) provides for "a supplementary daily grant on behalf of a child with disabilities for the number of days recommended in an assessment."

General Information and Application

This grant is a daily supplement and may be used by the provider in caring for the child with disabilities. It is available to centres and family day care providers who have a child with a disability in their care. It is not available if the centre has a staffing grant. The daily rates differ for preschool centres, school age programs and family day care homes. The rate is prorated for part time care. See Manitoba regulations for the grant schedule. Application for this grant may be found in Appendix G.

APPENDIX A

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE
INTAKE APPLICATION

This application must be completed to determine eligibility for the Children with Disabilities Program. It is needed to evaluate the level of support and resources for the child within a child day care program. This application should be completed by a referring agency.

1. Name of Child: _____

2. Date of Birth: ___ ___ ___ (Day Mo. Yr.) Date of Application: ___ ___ ___ (Day Mo. Yr.)

3. Application Completed By: _____

Agency: _____

4. Parent(s)*: Name(s) (Guardian) _____

Address	Home:	
	Work (Mother):	
	Work (Father):	
Telephone	Home:	
	Father: (Work):	Mother: (Work):

*If there are other parents or adults who act as guardians for the child please list on back of this page.

5. Diagnosis: Please attach professional diagnostic assessment and Needs Inventory. All assessment information is strictly confidential and resides in Manitoba Child Day Care.

6. Has child/family used the Children With Disabilities Program in the past?

   [] Yes [] No If "Yes", please explain.

7. Resource services involved with child/family:

   List names, address, phone number and intervention:
   Place * next to name if this is current involvement.

NAME	ADDRESS	PHONE NUMBER	TYPE OF INTERVENTION

8. Day Care Needs:

   A. Is child currently enrolled in a provincially funded day care/nursery/family day care program?
   *Please ensure the day care director/provider is aware of your application.

      1. [] Yes: Name of Program/Provider _____

      2. [] No:

   B. If child not currently enrolled, does family have an interest in any particular program?

      1. [] Yes: Name of Program/Provider _____
         Has child been placed on waiting list? _____

      2. [] No, but family prefers following location: _____

   C. Is family interested in family day care for the child?

      [] Yes [] No

   D. Does the family need help from the area day care co-ordinator in finding a day care placement?

      [] Yes [] No

   E. Time requested in a day care/nursery program:

      1. Days per week: _____

      2. Number of hours per day: ____ (arrival time: ____, departure time: ____).
         List on back of this page if hours differ for each day.

F. Reason for Day Care Services:

[] Parent employed or seeking employment
[] Parent in educational/training program
[] Parent undergoing medical treatment
[] Special Social Need (e.g., respite for parent, integration experience for the child)

9. Parent (guardian) is aware of this application and gives permission for sharing of information, related to the child's placement in day care, between Manitoba Child Day Care, referring agency and resource agencies listed above in Section 7.

_____ _____
Signature of Parent/Guardian Date

_____ _____
Signature of Referring Worker Date

Please send this application with the Needs Inventory to:

In Winnipeg:

Child Development Specialist
Manitoba Child Day Care
2 - 114 Garry Street
Winnipeg, Manitoba
R3C 1G1

In Manitoba regions:

Day Care Co-ordinator

South Central Region
Box 1649
Morden, Manitoba
ROG 1JO

Central Region
25 Tupper St. N.
Portage La Prairie, Manitoba
R1N 1W9

Eastman Region
20 First Street North
Beausejour, Manitoba
ROE OCO

Interlake Region
202 - 446 Main Street
Selkirk, Manitoba
R1A 1V7

Interlake Region
Box 423
Arborg, Manitoba
ROC 1BO

Parklands Region
15 - 1st Avenue S. W.
Dauphin, Manitoba
R7N 1R9

Thompson Region
871 Thompson Drive, South
Thompson, Manitoba
R8N OC8

Norman Region
Box 55, 50 Church St.
Flin Flon, Manitoba
R8A 1N4

Westman Region
340-9th Street
Brandon, Manitoba
R7A 6C2

APPENDIX B

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE

NEEDS INVENTORY

1. NAME OF CHILD: _____

2. BIRTHDATE: (D)___(M)___(Y)___DATE OF INVENTORY: (D)___(M)___(Y)___

3. COMPLETED BY: _____

4. AGENCY (OR CENTRE): _____

Instructions: Please put a checkmark beside the most appropriate number within each category. If child has no particular problems in a category, please mark as "age appropriate". Additional comments may be placed on the back of each sheet. This form may be completed by referring agency, resource agency, day care staff, parents, or others working with the child. It should be available to providers working with the child as a functional assessment and guide for programming.

A. Medical Needs

[] 0. Age Appropriate
[] 1. Monitoring or administration of medication, diet, blood sugar, etc. (e.g. diabetic child, controlled seizure disorders, breathing exercises) during time in day care
[] 2. Ongoing monitoring needed or care of life support systems (e.g. tube feeding, catheterization, I.V., suctioning, uncontrolled seizure disorder)

B. Sensory Needs

[] 0. Age Appropriate
[] 1. Mild dysfunction in use of basic senses
[] 2. Moderate dysfunction in use of basic senses
[] 3. Severe dysfunction in use of basic senses

Please indicate sensory areas involved:
[] a) visual
[] b) auditory
[] c) tactile

B. Mobility

[] 0. Age Appropriate
[] 1. Needs assistance on stairs or outdoor play structures
[] 2. Crawls, walks with unsteady gate, uses crutches - needs to be watched to ensure safety
[] 3. Wheelchair or walker self: propelling - needs to be watched to ensure safety, needs assistance sitting in a chair
[] 4. Not mobile - needs assistance to move

D. Toileting

[] 0. Age Appropriate
[] 1. Assistance in use of toilet
[] 2. Diapering required
[] 3. Toilet training in progress

E. Dressing

[] 0. Age Appropriate
[] 1. Verbal reminders and guidance
[] 2. Periodic or partial assistance
[] 3. Cannot dress self

F. Eating

[] 0. Age appropriate
[] 1. Verbal reminders and guidance
[] 2. Learning to eat; needs guidance and monitoring to ensure child eats enough
[] 3. Constant supervision for feeding to ensure physical safety

G. Ability to Play

[] 0. Age appropriate
[] 1. Can play if guided to join activity
[] 2. Can play if adult actively intervenes to include child in the play
[] 3. Can play by self but will not play near or with other children; has had limited contact with other children
[] 4. Unable to play with other children, becomes easily overwhelmed or aggressive

H. Attention and Concentration Skills

[] 0. Age appropriate
[] 1. Verbal guidance needed to engage in tasks and activities.
[] 2. Needs active guidance to develop interest in tasks, has difficulty focussing on activities
[] 3. Short attention span, flits among activities, severely limited in ability to focus on an activity or task

I. Fine Motor or Perceptual Motor Skills

[] 0. Age appropriate
[] 1. Verbal guidance needed to follow instructions and make use of materials, some adaptation of materials is needed
[] 2. Active guidance needed to use materials, limited co-ordination or fine motor skill
[] 3. Needs intensive guidance, repetitive exercises to develop skills and co-ordination, or incapable of many fine motor activities

J. Communication Skills

[] 0. Age appropriate
[] 1. Adequate receptive language but immature use of language or articulation - needs language enrichment program
[] 2. Delayed expressive language - needs active guidance in use of words and concepts
[] 3. No expressive language but has some receptive skills - needs active assistance to develop communication
[] 4. Severe communication disorder (receptive and expressive) - needs multimodal approach, direct assistance to communicate

K. Cognitive Skills

[] 0. Age appropriate
[] 1. Moderate delay, some difficulty learning new tasks, needs verbal guidance
[] 2. Substantial delay in all areas, difficulty learning new skills, needs active guidance, concrete goals and assistance for learning
[] 3. Severely limited ability to learn or learning resistant, needs very concrete goals and direct motivation to learn

L. Transitions (Child's ability to change activities)

[] 0. Age appropriate
[] 1. Verbal reminders
[] 2. Some behavioural reactions, needs longer adjustment period.
[] 3. Severe difficulty with transitions

M. Social Skills

[] 0. Age appropriate
[] 1. Responds to verbal prompting, needs help to plan and structure free play, needs guidance to be socially appropriate
[] 2. Active intervention needed for turn taking, sharing, or intervention due to withdrawn behaviour or aggression but can respond to limits
[] 3. Major difficulties responding to limits, aggressive to self or others, often refuses to comply, very isolated from other children

N. Emotional Needs

[] 0. Age appropriate
[] 1. Needs help to develop trusting relationship.
[] 2. Appears to have an unmet need for nurturance, needs higher frequency of physical contact.
[] 3. Will not accept nurturance or allow physical contact.

O. Intervention Expectations for Day Care Program: (Note: more than one box can be checked off)

[] 0. Use age appropriate group
[] 1. Integrate into ongoing program
[] 2. Small group sessions focused on a task - one to three times per day, focused on individual program goals
[] 3. Individual time with child, one to three times per day, focused on individual program goals
[] 4. Individual time with child more than four times per day, in a group or individually

P. Community Support (Note: More than one box can be checked off)

[] 0. None needed at present time
[] 1. Staff time needed to teach staff in centre to carry out child's program
[] 2. Staff time needed to communicate to agencies and parents about day care's activities with child
[] 3. Staff time needed to attend child's professional treatment sessions
[] 4. Active support to parents (e.g., in-home supervision, parenting, guidance, frequent meetings) is expected to be done by day care staff. Note this level of staff involvement may not be supported under the Children With Disabilities Staffing Grant.

Q. Areas of Intervention Needed Included

Note: Not every child needs or would benefit from these intervention areas. Please complete by checking boxes to indicate area of intervention needed or being carried out.

[] Physiotherapy:

a) Name of PT: _____

b) Agency: _____

c) Time needed: _____

d) Areas needing development: _____

_____

[] Occupational Therapy:

a) Name of OT: _____

b) Agency: _____

c) Time and method of intervention: (e.g., small group work, individual): _____

_____

d) Areas needing development: _____

_____

[] Language Development:

a) Name of Consultant/Therapist: _____

b) Agency: _____

c) Time and method of intervention:
(e.g., environmental stimulation, small group work, individual)

_____

d) Areas needing development: _____

_____

[] Cognitive/Behavioural Skills:

a) Name of consultant/therapist: _____

b) Agency: _____

c) Time and method of intervention: _____

d) Skill areas needing development: _____

_____

[] Self Help Skills:

a) Name of consultant/therapist: _____

b) Agency: _____

c) Time and method of intervention: _____

d) Skill areas needing development: _____

_____

[] Social/Emotional Adjustment:

a) Name of consultant/therapist: _____

b) Agency: _____

c) Time and method of intervention _____

d) Adjustment areas: _____

R. List treatment sessions occurring for child, including day and time.

S. Areas of intervention needed in the home to support day care placement. Please attach assessment reports if available.

T. Additional comments.

APPENDIX C

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE

CHILD CARE PROGRAM APPLICATION

[] Initial [] Reapplication

DAY CARE PROGRAM (PROVIDER) _____

ADDRESS (MAILING) _____

TELEPHONE _____

IF CENTRE OR NURSERY SCHOOL:

DIRECTOR _____ BOARD CHAIRPERSON _____

NUMBER OF STAFF: FULL TIME _____ PART TIME _____

NUMBER OF LICENSED SPACES: INFANT ___ PRESCHOOL ___ SCHOOL AGE ___

A. Children included in this application: (intake application for each child by referring agency must be on file with Manitoba Child Day Care)

NAME OF CHILD	BIRTHDATE			ENROLLMENT DATE		
	Day	Month	Year	Day	Month	Year
1.						
2.						
3.						
4.						

B. Children with disabilities previously approved and currently enrolled.

NAME OF CHILD	BIRTHDATE			ENROLLMENT DATE		
	Day	Month	Year	Day	Month	Year
1.						
2.						
3.						
4.						

C. Please list times of arrival, departure from your program (including during the day) for each child listed in sections A and B. Indicate if child attends therapy or other programs.

CHILD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

D. Current staff support under the Children With Disabilities Program.

Number of staff: _____

Hours of each staff person: 1.
2.
3.

E. Day Care Case Manager: _____

F. The day care program is aware of this application and supports it.

Date: _____ _____
Director

Date: _____ _____
Board Chairperson

*Please Note: This application must be renewed on an annual basis by contacting the day care co-ordinator. It is needed for eligiblity for the grants in the Children with Disabilities Program. Any changes in enrollment must be reported to your day care co-ordinator. When completed, send this application to your day care co-ordinator. Keep a copy for your records.

Approval Date: _____ Day Care Co-ordinator: _____

Comments:

APPENDIX D

CHILDREN WITH DISABILITIES
MANITOBA CHILD DAY CARE

STAFFING GRANT APPLICATION

☐ Initial ☐ Reapplication

DAY CARE CENTRE _____

ADDRESS _____

DIRECTOR _____

DATE OF APPLICATION _____
Day Month Year

A. Salary:

1. Current average child care worker's salary in your program (excluding salary enhancement grant): _____

2. a) Hours approved per day _____(A)
   b) Days approved per 4 week billing period _____(B)
   c) Salary per hour for person hired under this grant _____(C)
   d) Staffing grant requested:

   _____(A) x _____(B) x _____(C) = _____(D)

   Employer benefits = _____% x _____(D) = _____(E)

   TOTAL = _____(E) + _____(D) = _____ amount to be claimed per billing period

B. Plan For Use of Staffing Grant:

Please attach your daily schedule. Indicate on your daily schedule when each child participates in the regular program and/or receive small group and/or one-to-one instruction. Indicate when the extra staff will be used.

C. Centre Agreement with Application:

Director: _____ Date: _____

Board Chairperson: _____ Date: _____

D. Approval of Staffing Grant:

Day Care Co-ordinator: _____ Date: _____

Note: Please keep a copy of this application for your records. Send the completed application to your day care co-ordinator.

APPENDIX E

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE

START-UP GRANT APPLICATION

1. Name of Centre _____

2. Date of Application _____

3. Name of Child or Children for whom grant is requested:

   A. _____

   B. _____

   C. _____

   D. _____

4. Purchase(s) to be made with grant* Cost

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Please attach explanations regarding need for purchases for above named children.

5. Approval for need for equipment:

_____ Date: _____
Director of Centre

_____ Date: _____
Board Chairperson

_____ Date: _____
Resource Person

6. Approval of Start-up Grant:

_____ Date: _____
Day Care Coordinator

Note: Please keep a copy of this application for your records. Send the completed application to your day care co-ordinator.

APPENDIX F

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE

APPLICATION FOR SPECIALIZED GRANT

Name of Centre _____

Name of Staff _____

Description of Event (workshop, staff exchange, consultation) _____

_____

_____

Date(s) of Event _____

Anticipated Expenditures _____

Registration/Tuition Fees _____

Transportation* _____

_____

Meals* _____

_____

Accommodation* _____

Substitute Salaries** _____

Total Anticipated Expenditures _____

_____ _____
Director of Centre Board Chairperson

Date of Application: _____

*Rate determined by provincial government regulations.
**Prior approval from day care co-ordinator needed for this.

.....

FOR OFFICE USE ONLY

Request approved: ☐ Yes ☐ No

Comments:

_____ _____
Authorized Signature Day Care Co-ordinator

APPENDIX G

CHILDREN WITH DISABILITIES PROGRAM
MANITOBA CHILD DAY CARE

SUPPLEMENTARY DAILY GRANT APPLICATION

NAME OF CHILD: _____

NAME OF PROGRAM OR PROVIDER _____

ADDRESS OF PROVIDER _____

_____

_____

DAYS CARE REQUIRED PER WEEK: _____

HOURS/DAY [] 0-4 hours [] 4+ hours

ENROLLMENT DATE IN CENTRE OR HOME: _____

_____ _____
(Signature) DAY CARE PROVIDER (or DIRECTOR) DATE

_____ _____
(Signature) BOARD CHAIRPERSON OF CENTRE DATE

_____ _____
(Signature) DAY CARE CO-ORDINATOR DATE

.....

FOR OFFICE USE ONLY

_____ _____
DATE OF APPROVAL AMOUNT APPROVED

_____ _____
CHILD DEVELOPMENT SPECIALIST DATE

RESOURCE MATERIAL

DIRECTORIES

Parents and Children: A Directory of Services in Manitoba. Maternal and Child Health, Manitoba Department of Health, 1988.

BOOKS *

Deiner, Penny Low. Resources for teaching young children with special needs. Toronto: Harcourt, Bruce and Jovanovich, Inc. 1983

Lovaas, O.I, Ackerman, A.A, Alexander D, Firestone, P, Perkins, M. and Young, D.B. Teaching developmentally disabled children: The ME Book. Baltimore, University Park Press, 1981

Johnson-Martin, Nancy, Jens, Kenneth & Attermeier, Susan. The Carolina Curriculum for Handicapped Infants and Infants at Risk. Baltimore: Paul H. Brookes Publishing Co., 1986

Manolson, Ayala. It Take Two to Talk: A Hanen Early Language Parent Guide Book. Toronto: Hanen Early Language Resource Centre, 1983 ***

Neugebauer, Bonnie (Ed.). Alike and Different: Exploring our Humanity with Young Children. Redmond Washington: Exchange Press, Inc. 1984

Strom, B, Paasche, C. and Gorrill, L. Children with Special needs in Pre School settings. Markham: Early Childhood Associates, 1987.

Turecki, S. and Tonner, L. The difficult child Toronto: Bantam Books, 1985

* Note: This is a small sample of books often used by providers looking for ideas and resources for more effective intervention with children. Generally, working with children with special needs requires first a good foundation of child development and behaviour management skills.

KITS AND PROGRAMS

Portage Guide **
Portage Project
Box 564
Portage, Wisconsin 53901 USA

Hawaii Early Learning Program **
Vort Corporation
P.O. Box 60132
Dalo Alto, Cal 94306 USA

** Available through:
The G. Allan Rocher Institute
Kinsmen Building
4700 Keele Street
Downsview, Ontario M3J 1P3

***Available through:
Hanen Early Language Resource Centre
48 Roxborough Street West
Toronto, Ontario
M5R 1T8